

Connections

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AMTE PRESIDENT’S MESSAGE

Fran Arbaugh, Penn State University

“Skunkworks”



When I teach a mathematics methods course, I always have my students respond to a strategically chosen (on my part) prompt at the beginning of semester and then again to the same prompt at the end of the semester. On the last day of class in the semester, we publically compare their responses to the prompt, looking for similarities and differences. I have two purposes for engaging my students in this activity. First, at the beginning of the semester, it allows me to see how my students are thinking about a particular aspect of teaching/learning when I am trying to get to know them, their backgrounds, and the knowledge that they bring into my class. More importantly, though, at the end of the semester it allows both me and my students to “see” how much they have grown in their knowledge for teaching mathematics over the course of the semester. I have to admit that I am always a little bit nervous on that last day of class -- “What if my students’ responses are more similar to the beginning of the semester than different?” and “What if this backfires on me and it makes it look like they haven’t learned anything at all in my class?” I am happy to report that my nervous thoughts have never come to fruition; my students have always been able to articulate great differences in their understandings at the end of each semester. Whew!

The prompt that I use in any particular course depends on the focus of the course and I pick a prompt that I think students will be able to answer differently at the beginning and end of the course. For example, in a methods course based on the teaching of algebra, I asked my students to complete this statement: “Algebra is...” I know that we are going to focus a great deal of effort during the semester on broadening their conceptions about algebra and algebraic thinking, so the students’ responses to this prompt *should* be different at the beginning and end of this particular methods course. The table below contains statements that are representative of my students’ responses both at the beginning and end of a typical semester.

Beginning of the semester responses	End of the semester responses:
Algebra is...	Algebra is...
<ul style="list-style-type: none"> • Solving equations • X’s and Y’s • Factoring • Hard for some students • A lot of rules • The basis of higher math • Graphing 	<ul style="list-style-type: none"> • Made up of graphs, tables, equations, and contexts • A way to represent real world phenomena • Accessible to all students • Connected to other mathematical content • More than just solving equations and simplifying expressions

Lately, in my secondary mathematics methods course I have been using a more extended prompt (see figure on following page) that is based on a passage from the introductory chapter of *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (Darling-Hammond & Bransford, 2005).

(Continued on page 2)

President's Message (continued from page 1)

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To a music lover watching a concert from the audience, it would be easy to believe that a conductor has one of the easiest jobs in the world. There he stands, waving his arms in time with the music, and the orchestra produces glorious sounds, to all appearances quite spontaneously. Hidden from the audience – especially from the musical novice – are the conductor's abilities to read and interpret all of the parts at once, to play several instruments and understand the capacities of many more, to organize and coordinate the disparate parts, to motivate and communicate with all of the orchestra members. In the same way that conducting looks like hand-waving to the uninitiated, teaching looks simple from the perspective of students who see a person talking and listening, handing out papers, and giving assignments. Invisible in both of these performances are the many kinds of knowledge, unseen plans, and backstage moves – the skunkworks, if you will – that allow a teacher to purposefully move a group of students from one set of understandings and skills to quite another over the space of many months.

(Bransford, Darling-Hammond, & LePage, 2005, p. 1)

Write a response to the following prompt:

What do you think constitutes the “skunkworks” of teaching mathematics? In other words, what do middle and high school mathematics teachers need to know and be able to do so that their students learn mathematics?

I have found that this is also a good prompt to use for my purposes; my students are much more able to articulate specific knowledge and skills at the end of the course than they are at the beginning of the course. And the terminology of “skunkworks” follows us through the semester as they learn about designing and enacting effective mathematics instruction.

If you have not tried this type of activity in your mathematics education courses, I strongly recommend doing so. I really like the ways that this kind of activity makes explicit what my students have learned, and in a public way. We all leave that last class with a warm feeling and proud of the hard work we have done over the course of the semester.

In the last couple of months I have been thinking a lot about “skunkworks” of a different kind in relation to AMTE. It is at this time of year that the AMTE Board begins to receive information from Susan Gay, AMTE Conference Director, about possible venues for the AMTE Conference two years from now. Those of us who are on the board are always amazed at the amount of work that goes into choosing a venue for our conference, and I want to share some of that work with you as I bring this President's Message to a close.

Hmmm...let's see if I can capture some of this work by paraphrasing the skunkworks passage above:

“The Skunkworks of Organizing AMTE Conferences”

To an AMTE member attending an annual AMTE Conference, it would be easy to believe that the conference director has one of the easiest jobs in the world. There she stands, directing people to the registration table, collecting meal tickets, trouble-shooting technology problems – all with a big smile on her face. And the conference goes off with hardly a hitch, to all appearances quite smoothly. Hidden from the conference attendees are the hours that the conference director and her team have put into sifting through pages of the information that 10 hotels have provided about meeting room capacity, meeting room amenities, meal options, internet access, and guest room availability. Also hidden are the visits that the conference leadership team makes to a “short list” of these hotels and the negotiations that ensue with regard to meal and guest room costs. Likewise, hidden from the attendees, are the hours that the program chair and committee have dedicated to designing a program that has the most number of sessions possible for a two and a half day conference schedule. Invisible in all of these efforts are the many kinds of knowledge, unseen plans, and backstage moves – the skunkworks, if you will – that allow AMTE to continue to provide a worthwhile conference experience for all attendees.

President's Message (continued from page 2)

I am, of course, being slightly tongue-in-cheek here. I am quite serious, however, as I share with you a slice of the skunkworks that you may not be aware of and that makes planning and implementing the AMTE Annual Conference more and more complicated each year. As our conference has grown over the last decade (just under 300 attendees in 2003; just under 600 attendees in 2013), our choice of venues has decreased drastically. I was quite surprised this year to learn just how few hotels are available for us to choose from for the 2015 AMTE Conference. The situation that we are now facing is that many hotels are just not big enough for us anymore – they don't have enough meeting rooms to hold 12 concurrent sessions or do not have a room large enough to seat close to 600 people for meals. We have been fortunate to have identified a small number of hotels that do meet our needs (i.e., located in the southern tier of the U.S. and in a city with a "healthy" airport, have a sufficient number of meeting and guest rooms to accommodate the size of the conference, can seat up to 600 people for meals, are willing to negotiate meal and meeting costs in order to keep conference registration rates low for attendees), most notably the Hyatt Regency in Irvine, CA and the Rosen Plaza in Orlando, FL. Choosing the venue has become a little like an optimization problem; we consistently struggle with how we can optimize the experience of the conference and at the same time work within the confines that our growing conference poses.

So, while from the outside, it may appear that the AMTE leadership sometimes "drops the ball" on finding different and interesting venues for the conference each year, when you examine the "skunkworks" of the process, we hope that you can have some empathy for the difficult nature of the task. Please be assured that we take very seriously the feedback that you provide each year about the conference. Please also know that we are committed to continue to provide a conference that meets the needs of our membership. Most of all, please clap loudly when we recognize the conference leadership team and program committee at the next conference; they've worked VERY hard to ensure a great conference experience for AMTE members!

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...know that we are committed to continue to provide a conference that meets the needs of our membership.

Attention Graduate Students! AMTE 2014 Conference Travel Scholarships Available

To apply for the **Susan Gay Conference Travel Scholarship Award** for 2014, fill out the application posted at the [AMTE website](#).

Deadline for application is **July 1, 2013**.

Pictured from left to right: Marilyn Strutchens, AMTE Immediate Past President; 2013 AMTE Susan Gay Conference Travel Scholarship Recipients: David Glassmeyer, University of Northern Colorado, Casey Hawthorne, San Diego State University/University of California at San Diego, and Hyunyi Jung, Purdue University; and Susan Gay at the 2013 AMTE Conference.



The Association of Mathematics Teacher Educators (AMTE) Upcoming 2014 Annual Conference

Make your plans now to attend the 2014 AMTE Annual Conference in Irvine, California on February 6-8, 2014.

The conference will begin on Thursday morning with sessions starting at 9:00 a.m. Lunch on Thursday will be provided. Dinner on Thursday is on your own. Other meals provided during the conference and included in your registration fee are Friday's breakfast, lunch, and dinner and Saturday's breakfast and lunch.

Many details for the conference have been finalized. The Judith E. Jacobs Lecture speaker for the 2014 conference has been selected and we are excited to announce the following:

- Friday's Judith E. Jacobs Lecture will be given by **Barbara J. Reys**, Curators' Professor and Lois Knowles Faculty Fellow in the Department of Learning, Teaching and Curriculum at the University of Missouri.

The AMTE Business Meeting will occur during Saturday's lunch. The conference will end at approximately 1:15 p.m. on Saturday.

The conference site is the **Hyatt Regency Hotel in Irvine, CA**. The hotel room rate is \$165 for a single or double room. The **deadline for reservations is November 30, 2013** or when the room block is full. Filling the rooms in our block at the conference hotel helps to reduce some of the conference expenses paid by AMTE, so please help support AMTE by staying at the conference hotel. Information about hotel reservations will be on the AMTE website in mid-summer.

Information on the registration rates for the 2014 AMTE Conference is available on the [AMTE website](http://www.amte.net). Beginning in early August, the conference registration process will open on the AMTE website. The **registration deadline is November 30, 2013**. **Early registration at reduced rates** is available through **September 30, 2013**. Check the AMTE Conference Information Page, <http://www.amte.net/conferences/conf2014>, for the latest updates.

We hope to see you in Irvine in February!

Susan Gay, AMTE Conference Director, sgay@ku.edu, University of Kansas, KS

Early
registration
deadline
for the 2014
Conference is
**September 30,
2013!**

*Mathematics Teacher
Educator
Journal now
accepting
submissions.
Learn more at
[http://www.amte.net/
publications/mte](http://www.amte.net/publications/mte).*

2014 Conference Program Update

Thank you AMTE members for your conference proposal submissions and willingness to review. We received 409 proposals this year, and the program committee members along with many member reviewers are currently in the process of reviewing proposals. Notification of proposal acceptance will be sent no later than August 15, 2013.

Shannon Driskell, 2014 Program Chair, sdriskell1@udayton.edu, University of Dayton, OH

REMINDER: AMTE 2013 Officer Nominations are now open.

This year, we will be voting for a President-Elect, Secretary, and Board Member-at-Large. For information about how to nominate someone or apply, please see [page 8](#) of this newsletter or visit the [AMTE 2013 Elections webpage](#). **Deadline for nominations and applications: July 15, 2013.**

Scientific Models for Mathematics Education

2013 AMTE Early Career Award Recipient
Anderson Norton, Virginia Tech

Page 5

Before 1846, the known solar system included just seven planets moving in elliptical orbits around the Sun, but irregularities in Uranus' orbit led scientists to wonder whether an eighth planet existed further out. Relying on Newton's law of universal gravitation, scientists applied a mathematical model to the deviance in Uranus' orbit and predicted the precise location of Neptune before it was ever observed. This example has been used to highlight "the unreasonable effectiveness of mathematics in the natural sciences" (Wigner, 1960), which describes the unique power of mathematics to extend theories beyond experience. Humility demands we note that, as effective as these models might be, they are not perfect. In fact, the same model, and deviance in Mercury's orbit, led scientists to predict the existence of the planet Vulcan, orbiting even closer to the Sun—a prediction that failed. However, we boldly go forth with our models until new ones replace them. Mathematical models have become unreasonably effective in the social sciences, too, predicting everything from the movies we will like to marriage stability. Ironically, this power remains underutilized in mathematics education.



Immediate Past-President Marilyn Strutchens with AMTE 2013 Early Career Award recipient Andy Norton and AMTE 2013 Awards Committee Chair, Doug Corey.

In mathematics education, we are chiefly concerned with the mathematical experiences of our students. Rather than modeling planets and movies, we build models of students' mathematics so that we can describe, explain, and predict the ways our students might act in response to mathematical situations. To the degree that we appreciate students' mathematics as mathematics, we can understand these models as mathematical models. Helping pre-service teachers to appreciate students' mathematics in this way has been the focus of my work in teacher education.

Teachers, mathematicians, education researchers; in a sense, we are all mathematics teacher educators, but I did not begin my career thinking of myself as one. I taught courses for pre-service teachers and even supervised field experiences, but my research program has focused on the psychology and epistemology of mathematics. I still feel like a bit of an imposter in being honored with the Early Career Award, which had a lot to do with the support of several friends from graduate school at the University of Georgia (especially Signe Kastberg, now at Purdue University, Keith Leatham at Brigham Young, LouAnn Lovin at James Madison, and Wendy Sanchez at Kennesaw State) who are consummate teacher educators. Not only are they Mathematics Teacher Educators (MTEs), but for me at least, they have been Mathematics Teacher Educator Educators (MTEEes), and as such, they embody the vision of AMTE. Their work and the work of the entire AMTE community has inspired misfits like me to join in and be more deliberate in achieving the vision of continually improving our collective teaching practices. Specifically, regarding my research program, this happened in two key ways.

First, my research in building models of students' mathematics was very exciting for me. Each student's mathematics was another world and one worth exploring for the adventure alone. There were even times I felt as if I had predicted the location of Neptune and found it there. But I knew that these models served a more practical purpose in informing curriculum and instruction, and I wanted to share the adventure with other teachers. So, I began conducting teaching experiments (Steffe & Thompson, 2000) in partnership with elementary school teachers, working with pairs of their students. Not surprisingly, these teachers found their students as fascinating as I did, but they needed tools for building their own models. This work and perceived need led to publications in *Teaching Children Mathematics* (Norton & McCloskey, 2008a) and *Mathematics Teaching in the Middle School* (McCloskey & Norton, 2009) on fractions schemes, and to a research article in the *Journal for Mathematics Teacher Education* (Norton & McCloskey, 2008b) on teaching experiments as professional development. The idea of working with teachers in this way also informed the NSF-funded *Iterative Model Building* (IMB) project with Enrique Galindo (PI).

Continued on page 6

.....we build models of students' mathematics so that we can describe, explain, and predict the ways our students might act in response to mathematical situations.

Scientific Models for Mathematics Education (Continued from page 5)

Subsequently, I sought more ways to engage pre-service teachers in investigations of students' mathematics. Inspired by the work of Sandra Crespo (2000), I began a letter-writing project between my secondary pre-service teachers and my wife's high school Algebra classes (Norton, Rutledge, Hall, & Norton, 2009; Norton & Kastberg, 2008). The project provided the high school students with individualized mathematics problems and provided the pre-service teachers with enigmas. In particular, when the pre-service teachers received student responses to the problems they posed, they had to put on their Sherlock Holmes hats and begin making inferences about why students responded the way they did.

What models have we built for mathematics teacher education; to what degree are these models explanatory; and in what ways are they predictive?

Often times, this was a mathematical problem in itself, as students often reason quite differently than pre-service teachers, as well as mathematics educators. Our job is to find logical and consistent explanations for student responses so that we can understand their reasoning and build upon it.

Similarly, as part of the IMB project, I designed prediction assessment videos for pre-service teachers (examples can be found here: <http://imbvideo.org/>). Pre-service teachers watch a short video clip of a student engaged in problem solving activity. On the basis of observed student actions (including verbalizations), the pre-service teachers build an explanatory model for why the student responded the way he or she did (Norton, McCloskey, & Hudson, 2011). This model of the student's mathematics is then used to predict what the student might do in a subsequent task. The quality of pre-service teachers' explanatory models and predictions can measure an aspect of teacher quality that is easy to overlook, difficult to measure, and succinctly summarized in the following quote:

If, as teachers, we want to foster understanding, we will have a better chance of success once we have more reliable models of students' conceptual structures, because it is precisely those structures upon which we hope to have some effect.

von Glasersfeld & Steffe, 1991

As my MTEs have helped me realize, the same can be said for us as mathematics teacher educators (Lovin, Sanchaz, Leatham, Chauvot, Kastberg, & Norton, 2012). Thus, we need to ask ourselves: What models have we built for mathematics teacher education; to what degree are these models explanatory; and in what ways are they predictive? Specifically, do we have models of teachers and teacher education programs to explain and predict how mathematics teachers grow into their professions and how mathematics education programs can support that growth? Furthermore, do our programs support teachers' abilities to build and use models of students' mathematics? Our answers to these questions provide some indication of how far we have come as a scientific community, and the models we have built should guide further progress, as we test and refine them. Like all scientific communities, we can advance still further by taking advantage of the unreasonable effectiveness of mathematics. In other words, to the degree that our models are mathematical models, we can consider mathematics teacher education, and mathematics education more broadly, as applied mathematics. Whether our models predict a planet Neptune or a planet Vulcan, at least we will know where to look.

References continued on page 7

Visit the [AMTE Website](#) for information on future webinars for MTEs.

AMTE Resources for the Common Core State Standards in Mathematics

For the latest information and resources to support MTEs in working with the CCSSM visit the [AMTE website](#). Information includes key document downloads and weblinks to resources including

- Alphabet Soup-User's Guide to CCSSM,
- FAQs about the Common Core,
- Mathematics Common Core Coalition (MCCC),
- CCSS-M Supporting Implementation Report, and
- Mathematics Common Core Toolbox.

Scientific Models for Mathematics Education (Continued from page 6)

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Nominations and applications for the *MTE* journal editor are being accepted through August 31, 2013.

Latest on AMTE Webinars! Join in the Discussion!

AMTE continues to offer new webinars for its members. The first three have been archived on the [AMTE website](#). These can be accessed free of charge by AMTE members. Check the [AMTE website](#) for information about future webinars.

ARCHIVED TOPICS

- ***Promoting Equity in PreK-8 Mathematics Teacher Preparation***

Presenters: TEACH Math project researchers, Corey Drake, Michigan State University. Co-Principal Investigators (presented alphabetically) include Julia Aguirre, University of Washington – Tacoma; Tonya Gau Bartell, Michigan State University; Mary Q. Foote, Queens College, CUNY; Amy Roth McDuffie, Washington State University Tri-Cities; and Erin Turner, University of Arizona.

- ***Developing Political Knowledge for Teaching Mathematics***

Presenter: Rochelle Gutiérrez, University of Illinois at Champaign-Urbana

- ***Orchestrating Productive Discussions of Cognitively Challenging Tasks***

Presenter: Peg Smith, University of Pittsburgh

- ***Mathematics Methods and the Common Core: Approaches to Modeling and Learning the Standards for Mathematical Practice***

Presenters: Michael D. Steele and Sandra Crespo, Michigan State University

Click [here](#) for a complete listing of the AMTE Board members and [here](#) for a listing of all AMTE committees and their members.

Call for Applications and Nominations for AMTE 2013 Elections President-Elect, Secretary, and Board Member-at-Large

The AMTE Nominations and Elections Committee seeks nominations and applications for potential candidates for **President-Elect**, **Secretary** and **Board Member-at-Large**. Please review the job descriptions for the positions on the [AMTE website](#) and consider either nominating your colleagues or applying yourself. Candidates must be members in good standing.

Nominating a candidate: AMTE members are encouraged to nominate a candidate by submitting the individual's name, professional affiliation and position, email address, and a one-to-three-sentence description of his or her qualifications for the particular position using the **online Nomination Form** on the [AMTE website](#). Make sure to indicate whether the nomination is for President-Elect, Secretary, or the Board Member-at-Large position. Please confirm that the candidate is willing to serve and be sure to ask your nominee to **complete and submit the Application Form** prior to **July 15, 2013**.

Application Form: All nominees must **complete and submit an on-line Application Form** by **July 15, 2013** for consideration. The **Application Form** is available on the [AMTE website](#). Questions and inquiries may be sent to the chair of the Nominations and Elections Committee, **Maggie Niess**, at niessm@onid.orst.edu.

After reviewing all the nominations received by the July 15 deadline, the Nominations and Elections Committee will identify a slate of candidates, taking into consideration both professional qualifications, and diversity (e.g., years of experience; racial or ethnic background; professional affiliation, whether they are from a Mathematics Department or College/School of Education or school system; size of institution, region). Elections will be held for voting by the general membership in November 2013.

REMEMBER: Complete Application Forms on the [AMTE website](#). **Deadline: July 15, 2013**

Publishing Opportunities through AMTE

AMTE has several venues through which to submit manuscripts for publication consideration. If you have teaching ideas, a theoretical position, or research findings that MTEs would find of interest, please consider submitting your manuscript to one of the following:

- *Mathematics Teacher Educator (MTE)*,
 - <http://www.amte.net/publications/mte>
- *Contemporary Issues in Technology and Mathematics Teacher Education (CITE-Math)*, or
 - <http://www.amte.net/publications/cite-journal>
- AMTE *Connections* Newsletter.
 - <http://www.amte.net/publications/amte-connections>

You will find information on submission guidelines and call descriptions at each website indicated along with journal or newsletter samples. We encourage you to submit today!

For nomination process for 2014 AMTE Early Career and Excellence in Scholarship Awards see pages 12 and 13 or the [AMTE website](#).

The Association of Mathematics Teacher Educators (AMTE) and the National Council of Teachers of Mathematics (NCTM) seek applications for Editor of their joint on-line journal *Mathematics Teacher Educator* for a term beginning May 2014.

Mission and Goals

The journal contributes to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge. The journal provides a means for practitioner knowledge related to the preparation and support of teachers of mathematics not only to be public, shared, and stored, but also verified, and improved over time (Hiebert, Gallimore, & Stigler, 2002). *Mathematics Teacher Educator* is a scholarly, peer-reviewed, online journal.

Audience

The primary audience of *Mathematics Teacher Educator* is practitioners in mathematics teacher education, broadly defined as anyone who contributes to the preparation and professional development of Pre-K–12 preservice and inservice teachers of mathematics. Mathematics teacher educators include mathematics educators, mathematicians, teacher leaders, school district mathematics experts, and others.

Requirements and Qualifications

Required: The Editor will have a clear understanding of the goals and mission of the journal and agree to maintain a journal that respects them.

- The Editor should have previous experience with scholarly/practitioner journals as editor; member of editorial panel or board; editor of a department; or other substantive editorial experience. The Editor should demonstrate an understanding of the amount of time and resources needed for different editorial processes, such as reviewing, rewriting, and formatting.
- The Editor should be well versed in practices and issues of mathematics teacher education, including professional development and pre-service preparation of teachers of mathematics.
- The Editor must be a current member of both AMTE and NCTM.

Desirable: Experience with or vision for online publishing.

Responsibilities

The Editor will

- assign reviewers to manuscripts;
- decide what articles are published in the journal, using expert advice from reviewers, including the Editorial Panel;
- communicate decisions with feedback to authors and reviewers; and
- attend meetings with the Editorial Panel and report on the status of the journal.

Term

The term for the Editor will be three years plus one year as Editor-designate. The year as Editor-Designate begins May 2014; the Editor-designate will begin receiving manuscripts in Fall 2014 (at a time mutually agreeable to the current Editor and the Editor-Designate). The individual selected will serve as Editor from May 2015 through May 2018.

Support

AMTE and NCTM will provide the Editor with a small budget for local expenses (e.g., mailing, telephone calls, basic supplies) and an internet-based manuscript processing system.

Application process and deadline continued on page 10.

MTE Editor
application
deadline
August 31,
2013. See [page](#)
10 for details.

Call for MTE Editor (Continued from page 9)

To Apply

Applicants should submit a vita and a letter of application describing relevant experiences as a scholar of mathematics teacher education, with editorial work, and with managerial aspects of running a journal.

If selected for an interview, applicants will need to document support from their local institution for serving as editor (e.g., release from teaching; graduate student assistant; clerical support), or clarify the favorable working conditions that would facilitate the role of the editor.

Applicants may learn more about the journal at <http://www.nctm.org/mte> and by contacting the current editor, Margaret Smith (pegs@pitt.edu). Candidates should submit their **application** via email to Denise Spangler (dspangle@uga.edu), no later than **August 31, 2013**. Finalists will participate in a distance interview. Final selection of an editor will be made by the Presidents of AMTE and NCTM and is anticipated in spring 2014.

Reference

Hiebert, J., Gallimore, R., & Stigler, J. W. 2002. A knowledge base for the teaching profession: What would it look like and how can we get one? *Educational Researcher*, 31(5), 3-15.

2014 AMTE
Annual
Conference
Information

See [page 4](#)
for more
information.

Treasurer's Report

Current Account Balance (as of May 1, 2013)		\$255,967
<ul style="list-style-type: none"> ▪ Encumbered Membership Reserves (Money must be set aside for annual member benefits when they renew for multiple years.) 	\$83,304	
<ul style="list-style-type: none"> ▪ Encumbered Project Accounts (e.g., EMS, CCSS-M Task Force, Susan Gay Scholarships) 	\$34,195	
<ul style="list-style-type: none"> ▪ Estimated FY2013 Operating Expenses (Fiscal year ends June 30, 2013) 	\$18,227	
<ul style="list-style-type: none"> ▪ One year of operating expenses held in reserve 	\$90,000	
Remaining		\$30,241

The Board of Directors has achieved the goal of holding one year of AMTE's operating expenses in reserve. AMTE currently has \$46,422 in reserves. Our financial reserve is the total amount of money in AMTE's accounts decreased by the projected costs for the current fiscal year, any money held for projects (e.g., TE-MAT, EMS), and encumbered member reserves for multi-year memberships. Projected operating expenses for the rest of the fiscal year are expenses we will soon have to pay. Encumbered Project Accounts are the amounts held aside for special projects and not used for AMTE operating costs. AMTE collects 10% in indirects for each project.

For each multi-year membership, the cost of annual member benefits must be held in reserve for each year until the membership expires. So if you joined for three years at the discounted rate of \$216, AMTE would use \$72 for this year's member benefits and hold in reserve \$144 for the next two years.

Submitted by Lynn Stallings, AMTE Immediate Past Treasurer, Kennesaw State University,
lstallin@kennesaw.edu

Share research regarding issues of technology use, as well as innovative practices involving the use of technology, in mathematics teacher education in *Contemporary Issues in Technology and Mathematics Teacher Education (CITE-Math)*.

The *CITE-Math Journal* provides a forum for a dialog about best practices of utilizing technology in the preparation of mathematics teachers. Papers may address any area of research in technology and mathematics teacher education, dealing with either preservice and inservice issues. Papers will be reviewed on the following criteria: relevance to technology and mathematics teacher education research, originality, clarity of expression, and literature support.

A wide range of formats and approaches to scholarship are accepted, including qualitative research, quantitative research, theoretical pieces, and innovative practice papers. Articles will be published in an electronic format as well as in corresponding versions (pdf) suitable for print. An electronic format allows articles to be published in a timely fashion and allows for the inclusion of various media including applets, color graphics, photographs, video, etc. Manuscripts may be submitted online through the journal website (<http://site.aace.org/newpubs/index.cfm?fuseaction=Info.CITEEntrance>). Inquiries about potential manuscript topics are welcomed.

Call for Reviewers

Reviewers serve an important function in evaluating the research submitted to *CITE-Math* as we consider papers regarding issues and innovative uses of technology use in mathematics teacher education. Members of the review board are given no more than three manuscripts per year, with usually four weeks to complete each review.

Please go to <http://site.aace.org/newpubs/index.cfm?fuseaction=Info.CITEEntrance> and provide information online. You also need to select CITE-Math as the journal you are willing to review. After you have completed the online form, please send an email to one of the CITE-Math co-editors, Denny St. John (stjoh1d@cmich.edu) or Doug Lapp (lapp1da@cmich.edu) with responses to the following questions:

- What are your areas of expertise in mathematics education, technology, and research?
- What types of articles do you feel particularly able to review?
- Are there other things that you might tell us that will help us send you the most appropriate articles to review? Include other areas you know well, experiences that might be useful, etc.

Co-Editors :Denny St. John, Central Michigan University, MI (stjoh1d@cmich.edu) and Doug Lapp, Central Michigan University, MI (lapp1da@cmich.edu).

CITE Sponsors

- The *CITE Journal* is a peer-reviewed online journal, established by these five professional associations:
- **AMTE** – Association of Mathematics Teacher Educators
- **ASTE** – Association of Science Teacher Educators
- **CEE** – Conference on English Education of the National Council of Teachers of English
- **NCSS-CUFA** – College and University Faculty Assembly of the National Council for the Social Studies
- **SITE** – Society for Information Technology and Teacher Education

Click [here](#) to donate to the *Susan Gay Travel Scholarship fund*.

Check the AMTE website for the latest on

- 2014 Conference Registration and Housing

www.amte.net

Nominations sought for AMTE's 2014 Early Career Award

The **Early Career Award** is intended to recognize mathematics teacher educators who, while early in their career, have made distinguished contributions and shows exceptional potential for leadership in one or more areas of teaching, service, and/or scholarship.

Criteria for Early Career Award

The nominee for the Early Career Award should be a mathematics teacher educator serving in the field no later than 10 years after receipt of a doctoral degree.

The Early Career Award is intended to recognize a colleague's contributions in a program of teaching, service, and/or scholarship within the first decade after receiving a doctoral degree. We invite nominations that highlight an individual's innovative contributions in one or more areas of teaching, service, and/or scholarship.

Teaching: Contributions in the area of teaching preservice or inservice mathematics teachers may include one or more of the following areas:

- a. Implementation of effective and innovative teaching practices.
- b. Demonstration of innovative teaching methods (e.g. publications, materials, video).
- c. Recipient of awards in teaching from department, college, university and/or national entities.

Service: Contributions in the area of service to mathematics teacher education may include one or more of the following areas:

- a. Active participation in advancing the development and improvement of mathematics teacher education (e.g., membership and leadership roles in state, national, and international organizations).
- b. Active promotion and participation in activities promoting quality mathematics teacher education (e.g., creator of programs, coordinator of programs, author of and participant in grants, conferences, symposia, academies).
- c. Active participation in the governmental and political areas to promote and protect beneficial legislation, to promote better awareness, and/or to build better communication.
- d. Active promotion and participation in school-university-community-government partnerships that have advanced mathematics teacher education at the local, state, and/or national level.
- e. An unusual commitment to the support of mathematics teachers in the field (e.g., distinctive mentoring experiences).

Scholarship: Contributions in the area of scholarship to mathematics teacher education may include one or more of the following areas:

- a. Dissemination of research findings offering unique perspectives on the preparation or professional development of mathematics teachers.
- b. Publication of materials useful in the preparation or continuing professional development of mathematics teachers.
- c. Design of innovative preservice or inservice programs.
- d. Contribution of theoretical perspectives that have pushed the field forward.

Nomination Process for Early Career Award

AMTE members may nominate a mathematics teacher educator who meets the criteria of the award. Self-nominations will not be considered. The committee will review applications in an electronic format.

Therefore, **applicants should submit the following application materials electronically.**

Documentation required for Early Career Award:

- a. A current vita of the nominee.
- b. A letter of nomination documenting the nominee's eligibility for the award.
- c. Additional letters of support (no more than **two**) from individuals knowledgeable of the nominee's contributions. Multiple authored letters are accepted.

Submitting Nominations: Electronic submissions should be sent to AMTE Webmaster Tony Nguyen at tonguyen@projects.sdsu.edu

Deadline

Nominations for the 2014 Early Career Award must be received by October 15, 2013.

**Nominations sought for AMTE's 2014
EXCELLENCE IN SCHOLARSHIP IN MATHEMATICS
TEACHER EDUCATION AWARD**

Page 13

The 2014 AMTE Excellence in Scholarship Award is intended to recognize a colleague for a unique contribution in scholarship that has made a significant and lasting contribution to mathematics teacher education, directly and indirectly. The nominee shall have demonstrated commitment to mathematics teacher education through one or more of the following areas:

- The dissemination of research findings and publication of materials offering unique perspectives on the professional growth of mathematics teachers.
- The publication of materials useful in the preparation or continuing growth of mathematics teachers.
- Design of innovative pre-service or in-service programs.
- The contribution of theoretical perspectives that have pushed the field forward.

Criteria for Excellence in Scholarship Award

The nominee of the Excellence in Scholarship Award should be an active member of AMTE and have at least five years of commitment to mathematics teacher education. The nominee should have made unique contributions to the field of mathematics teacher education. Unique contributions should be considered in the broadest sense possible.

Nomination Process for Excellence Awards

AMTE members may nominate a mathematics teacher educator who meets the criteria for the award. Self-nominations will not be considered. The committee will review applications in an electronic format. Therefore, applicants should submit the following application materials electronically.

Documentation required for Excellence in Scholarship Award:

- a. A current vita of the nominee, focused on excellence in scholarship in mathematics teacher education (5 page limit).
- b. A letter of nomination documenting the nominee's eligibility for the award, related to the criteria listed above.
- c. Additional letters of support (no more than four) for the nomination from individuals knowledgeable of the nominee's contributions relative to one or more of the criteria stated above.

Deadline for Nominations

Nominations for the **Excellence in Scholarship in Mathematics Teacher Education** must be received by **September 30, 2013**.

Submitting Nominations

Electronic submissions should be sent to AMTE Webmaster Tony Nguyen at tonguyen@projects.sdsu.edu

**Nominations
must be
received by
September 30,
2013.**

**2014 AMTE Annual Conference
Deadlines to Remember!**

Registration for Speakers: September 15, 2013

Early Registration: September 30, 2013

Regular Registration: November 30, 2013

Deadline for Hotel Reservations: November 30, 2013

Conference Dates: February 6-8, 2014

*AMTE Connections
Summer 2013*

AMTE Affiliate News

Visit the [AMTE Affiliates page](#) for more information on affiliates, resources for affiliates, how to locate one near you, and the process for becoming an AMTE affiliate.

As a newly formed charter, the **Association of Maryland Mathematics Teacher Educators (AMMTE)** has flourished under the leadership of the founding president, Christy Graybeal. The next meeting of the AMMTE will focus on Problem Solving (and ways to help teachers learn to do this). The primary goal of the meeting is that this will be a useful way to get feedback, encourage sharing of ideas, and perhaps lead to collaboration. The AMMTE has successfully forged a strong relationship with the Maryland Council of Teachers of Mathematics (MCTM) and shares the website along with the Maryland Council of Supervisors of Mathematics (MCSM). For more information, please contact Dr. Christy Graybeal, President 2011-2013 (graybeal@hood.edu) or see the website at <https://www.marylandmath.org/AMTE>.

In March, officers from the **Hoosier Association of Mathematics Teacher Educators (HAMTE)** and the Indiana Council of Teachers of Mathematics (ICTM) met with Glenda Ritz, the recently elected Superintendent of Public Instruction for the State of Indiana. The opportunity allowed both organizations to offer their support in the state's future educational endeavors, particularly those associated with the currently contested alignment to the CCSSM and a shift to new statewide mathematics assessments.

Massachusetts Mathematics Association of Teacher Educators (MassMATE) and Bridgewater State University announce the 2013 Conference for Mathematics Teachers of Teachers will be May 23, 2013 from 7:30am-3:45pm. The keynote speaker will be Dr. Eric Milou from Rowen University. This conference will explore strategies and resources for supporting teachers' work and recognizing excellence in the classroom. For further information email the conference chair, Polina Sabinin at Conference@MassMATE.net or visit www.MassMATE.net.

The **South Carolina Association of Mathematics Teacher Educators (SCAMTE)** is working more closely with the South Carolina Leaders in Mathematics Education (SCLME), in an effort to put together a unified association of in-service teachers, pre-service teachers, and mathematics teacher educators. As part of this, SCAMTE will be sponsoring a combined, round-table session of these three groups at the upcoming SCCTM Conference, which will be held in October in Greenville, SC.

This past March, the **Utah Association of Mathematics Teacher Educators (UAMTE)**, held the 13th annual UAMTE Conference hosted by the University of Utah. The keynote speaker was Dr. Janine Remillard, one of the primary faculties in Penn-GSE's urban teacher education program. Her talk, "Making Mathematics Locally Relevant for Teachers and Student," followed her research that focuses on mathematics teacher learning in urban classrooms, teachers' interactions with mathematics curriculum materials, and locally relevant mathematics instruction. The highlight of the conference included an informal discussion in which representatives from each state and private institution of higher education, along with school district math specialists brought forth the challenges and successes of mathematics teacher preparation. Included were two breakout sessions on math methods courses to discuss cooperative efforts among the eleven institutions of higher education in the State of Utah. Dr. Elaine Tuft and Dr. Vessela Ilieva of Utah Valley University led the discussion on the elementary math methods course. Dr. Brynja Kohler and Amanda Cangelosi of Utah State University led the discussion on the secondary math methods course. For more information visit, <http://uamte.math.byu.edu>.

Association of Mathematics Teacher Educators-Texas (AMTE-TX) will host a special strand of sessions focused on mathematics teacher education along with its annual business meeting at the Conference for the Advancement of Mathematics Teachers July 10-12, 2013 in San Antonio, TX. Session descriptions and times can be found at <http://www.amte-tx.org/>. AMTE-TX received a grant from the Texas Council of Teachers of Mathematics (TCTM) to hold a special Fall Conference focused on mathematics teacher education across Texas that will be held September 28, 2013 at the University of Houston, Cinco Ranch Campus in Katy, Texas. Information concerning speakers, schedule, and registration are forthcoming at <http://www.amte-tx.org/>. For more information please contact Trena L. Wilkerson, President of AMTE-TX at Trena_Wilkerson@baylor.edu or Sandi Cooper, Fall Conference Chair, Sandra_Cooper@Baylor.edu.

The ACC will meet throughout the upcoming year to address ideas shared in the session. Suggestions, concerns, and comments relevant to AMTE affiliates are always welcome. Please share with the chair of ACC, Christine Walker (Christine.walker@uvu.edu) or AMTE Affiliates Director, Megan Burton (megan.burton@auburn.edu)

Affiliate news submitted by Megan Burton, AMTE Affiliates Director, Auburn University,
megan.burton@auburn.edu

Important Dates to Remember

2013

June 7	4th International Realistic Mathematics Education Conference (RME4) Proposals Due
July 28-August 2	PME Conference, Kiel, Germany
July 7-11	Mathematics Education Research Group of Australia (MERGA) Annual Conference, Melbourne
August 1	NCTM 2014 Research Pre-session Proposals Due
September 27-29	4th International Realistic Mathematics Education Conference (RME4)
October 16-18	NCTM Regional Conference, Baltimore, MD
October 23-25	NCTM Regional Conference, Las Vegas, NV
October 31-November 3	AMATYC Annual Conference, Anaheim, CA
November 6-8	NCTM Regional Conference, Louisville, KY
November 14-16	SSMA Annual Convention, San Antonio, TX
November 14-17	PME-NA Conference, Chicago, IL

2014

February 6-8	AMTE Annual Conference, Irvine, CA
April 7-9	NCTM Research Pre-session, New Orleans, LA
April 9-12	NCTM Annual Meeting, New Orleans, LA

Online at
www.amte.net

**Membership/
Renewal Forms**

**2014 Conference
Information**

Position Papers

**Award & Election
Information**

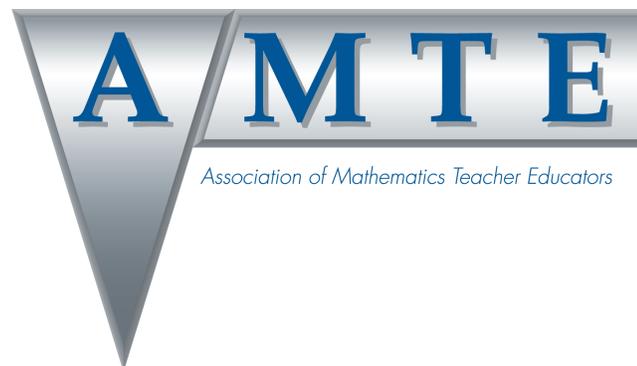
Resources

**Webinar
Opportunities**

**Other
Opportunities**

Comments, questions, and submissions for *AMTE Connections* should be directed to:

Trena L. Wilkerson, *AMTE Connections* Editor
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Department of Curriculum & Instruction
One Bear Place # 97314
Waco, TX 76798
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AMTE Connections Summer 2013